

BALTIMORE CITY COMMUNITY COLLEGE 2018 PERFORMANCE ACCOUNTABILITY REPORT

I. MISSION

Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1. Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.

BCCC's annual unduplicated credit headcount decreased to 6,346 in FY 2017 while the market share of part-time undergraduates increased sharply to 36.7% which represents 556 students (Indicators 1b and 3). The majority of BCCC's students enroll part-time, 68.2% in fall 2017 (Characteristic A). The characteristics and personal responsibilities of the majority of BCCC's students make full-time enrollment challenging: 55.3% of credit students are 25 years of age or older and 44.1% are employed at least 20 hours per week (Characteristics F and G). The market share of first-time, full-time freshmen remained relatively stable at 12.9% in fall 2017 (Indicator 2). BCCC continues its efforts to support full-time enrollment. Of the respondents to the spring 2018 Community College Survey of Student Engagement (CCSSE), 39.9% reported having children that live with them and 49.9% reported that child care is an important service to them. The College's Clarence W. Blount Child Care Center is accessible for the children of students and staff (with limited slots for the community) age six months to 12 years and offers evening care. It is open every day that the College is open for regular operations (excluding spring break and scheduled professional development days). Scholarships are offered through the federal Child Care Access Means Parents in School grant. The College continues to expand its course offerings and modalities which include hybrid, online, weekends, and accelerated sessions. Tutoring services and training and support for use of Canvas by faculty and students have increased. BCCC launched new programs this fall including the Robotics and Mechatronics Certificate, the reactivated Computer-Aided Drafting and Design Certificate, and various areas of concentration within existing programs. BCCC is committed to offering a variety of modalities, sequencing courses, and developing more accelerated options, where appropriate, to facilitate students completing their coursework. Various BCCC student surveys show that over half of students access information via their smart phones or tablets. Therefore, BCCC launched a new website in 2018 that is more mobile friendly. Students were surveyed in the summer II PRE 100 (Preparation for Academic Achievement) session and 100% indicated that the website was very or somewhat helpful in getting the information they needed (n=95).

The market share of recent, college-bound high school graduates remained relatively stable at 19.2% in fall 2017 (Indicator 4). The implementation of the Mayor's Scholars Program (MSP) is a result of the strong collaboration between BCCC, the Mayor's Office, and the Baltimore City Public School System (BCPSS). Through this innovative last-dollar scholarship program, BCPSS high school graduates who are City residents have the opportunity to complete an Associate Degree, Certificate, or workforce development program with their tuition and fees covered. Participants must complete a FAFSA, remain in good academic standing with at least a 2.0 GPA while attending BCCC, and complete their program within 150% of the expected time (three years for an Associate Degree). Over 300 MSP students participated in the 2018 Summer Bridge program prior to enrolling in fall classes. The seven-week comprehensive program included an orientation and academic support services designed to ease the transition from high school to college. Students toured campus facilities; met key faculty, advisors, coaches, and student leaders; participated in enrichment activities; and enrolled in PRE 100 (one credit) and one other credit course based on their major. The PRE 100 course was well-received by the

students; 100% reported they would recommend the course to a friend, 98.8% would recommend BCCC to a friend, and 85.5% reported they could use the skills learned in PRE 100 in other courses. As of the first week of the 16-week fall 2018 session, over 200 of the summer MSP students had registered for classes and more are in the process of registering for the 12-week session that begins in October. Enhancements are being made to many areas of the main campus, including the game room, to encourage students to spend more time together on campus.

The number of dual enrolled high school students increased to 139 for fall 2017 (Indicator 5). In summer 2017, the first cohort of the Pathways to Technology Early College High School (P-TECH) partnership with BCPSS enrolled in four college-level courses: PRE 100, English (ENG) 101, Computer Literacy (CLT) 100, and Health & Life Fitness (HLF) 100. Cohort 1 continued their coursework throughout AY 2017-18. The second cohort of 100 P-TECH students from Carver and Paul Lawrence Dunbar high schools enrolled in the summer 2018 five-week session to complete courses in English, Health & Life Fitness, Economics, and CLT 100. The first four-year track P-TECH students are on the path to graduate in May 2019 with a high school diploma and an Associate Degree. P-TECH students received support services including embedded tutoring and skill-building sessions and the Coordinator met with students, parents, and schools regularly throughout the summer session.

The College's partnership with Year Up continued to grow. The fall 2018 cohort increased by over 30 students from the fall 2017 cohort. At the end of the year-long Year Up program which includes coursework, workforce training, and paid internships, students are invited to continue their studies at BCCC while continuing their employment. As the partnership grows, the College anticipates increased enrollment of full- and part-time students. BCCC has expanded its use of Hobsons, a student relationship management tool, to capture student inquiries from events and deliver targeted messages as well as to provide important information regarding registration, financial aid, and payment deadlines. Additionally, the improved website is making information more accessible to prospective and current students.

After years of continued growth, enrollments in credit online courses leveled off in FY 2016 and declined to 6,721 in FY 2017 (Indicator 6a). The spring 2018 Learning With Technology student survey (135 respondents) showed that 80.0% of online students felt they were part of a community. Additionally, 96.6% would enroll in another "Z-course," a BCCC course that utilizes Open Educational Resources (OER). The "Z" stands for zero-cost textbooks because OERs are free, web-based accessible educational resources including textbooks, media, and other digital materials. The following degree programs can be completed entirely online or in combination with face-to-face classes: Accounting; Allied Human Services, Arts and Sciences – Psychology, Business Administration Transfer, Business – Management, Early Childhood Education, General Studies Transfer, Health Information Technology, Law Enforcement and Correctional Administration, and Legal Assistant. The Coding Specialist Certificate can also be completed online or in a combination of traditional and online courses. All students taking online or hybrid courses for the first time are required to attend an online student orientation which explains the student and faculty expectations and familiarizes them with Canvas. Turnover in faculty posed a slight delay in having faculty trained to teach online with Canvas. New and returning faculty are offered expanded training opportunities through the E-Learning Office. The number of Z-course sections and offerings has expanded; in fall 2017, 132 sections of Z-courses

were offered. A campaign was launched to educate all BCCC constituents about Z-courses and OER Institutes are held routinely for faculty. Using the Quality Matters Curriculum Standards, faculty started with the learning outcomes for their courses, then obtained OER materials to meet those learning goals. Over 20 BCCC faculty and staff attended the OER Summit sponsored by the Kirwan Center for Teaching Innovation and Maryland Online. Student assessment of the learning outcomes was incorporated into selected assignments and tests during the course redesign phase. Faculty surveys were conducted and 60.8% felt that OERs increased learners' engagement with the lesson content (n=23). Continuing education online course enrollments increased to 879 in FY 2017 (Indicator 6b) largely due to increased online access to APEX courses, used for credit recovery and support for Adult Basic Education (ABE) and English as a Second Language (ESL) courses. Additional support for Tests of Adult Basic Education (TABE) preparation and English discovery now includes a hybrid course with face-to-face support. Currently, there are 190 students enrolled in online workforce development course offerings through the Military Spouse Career Advancement Account (MyCAA) scholarship program. MyCAA helps military spouses pursue licenses, certificates, certifications, or associate degrees necessary to gain employment in high demand, high growth portable career fields and occupations.

Low incomes and extensive personal and job responsibilities are characteristic of most BCCC students, making affordability a key issue; 44.1% of our credit students work more than 20 hours per week and 40.8% receive Pell grants (Characteristics G and E). Spring 2018 CCSSE respondents reported that 61.4% use their own income/savings as a major or minor source for paying their tuition and 49.5% reported that the lack of finances is likely to be what would cause them to withdraw from class or college. As noted in the College's mission, BCCC is committed to providing quality, affordable, and accessible education to its diverse population. BCCC strives to keep tuition and fees at a fraction of those for Maryland public four-year institutions and stayed below our benchmark at 34.5% in FY 2018 (Indicator 7). The College utilizes a market-based tuition and fee model which calls for adjustments based on programmatic needs and sustaining existing services while remaining affordable. The application fee has been eliminated and the College has maintained its flat rate tuition and fee schedule for students enrolled in 12 to 18 credits. Easing students' financial burdens is the primary reason BCCC expanded its use of OERs which provide students with cost-free resources including e-textbooks and videos. In addition to the cost savings, students get immediate access to the resources on the first day of class via computer, tablet, or smartphone. The College completed its first implementation year of three OER mini-grants from the University of Maryland's Kirwan Center for Excellence to create and offer PRE 100, PSY 101 (Introductory Psychology), and BIO 102 (Principles of Biology) course sections designated as Z-courses. All PRE 100 sections are now Z-courses; the fall 2017 PRE 100 pass rate (ABC/ABCDFW) was 78.7%, the highest in several years.

BCCC's unduplicated headcount in continuing education increased to 9,798 in FY 2017 (Indicator 1c.) The Business and Continuing Education Division has been renamed as the Workforce Development and Continuing Education (WCDE) Division and a new vice president (VP) was appointed in fall 2017. WCDE remains committed to responding to the needs of the City's citizens and business community. Unduplicated annual headcount and annual course enrollments in continuing education community service and lifelong learning courses increased in FY 2017 to 784 and 1,109, respectively (Indicator 8) largely due to increased course offerings

for senior citizens at the Waxter Senior Center. A new director position in WDCE has been designated for continuing education and expanding its offerings and enrollment, particularly in programming designed for the City's youth. The unduplicated annual headcount and annual course enrollments in continuing education basic skills and literacy courses fell in FY 2017 to 5,895 and 13,287, respectively (Indicator 9). Despite the impact of the refugee resettlement concerns in the City and State, the annual unduplicated headcount in ESL courses increased in FY 2017 to 3,765 (Characteristic D). Enrollments in ABE declined due to a change in the intake process which entails a three-hour computer-based test. WDCE has since increased communication, facilitation, and support for students registering for ABE courses along with expanded service hours and coaching for potential students.

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in its service area; 92.1% of fall 2017 credit students and 87.7% of FY 2017 continuing education students were minorities compared to 69.8% of the City's population (Indicator 10). In fall 2017, 76.7% of full-time faculty and 74.6% of full-time administrative/professional staff were minorities (Indicators 11 and 12). The Office of Human Resources uses a variety of channels to attract a diverse, qualified, and competitive applicant pool. All positions are posted on the BCCC website, *HigherEd Jobs*, *Inside Higher Ed*, *Academic Careers Online*, *Diverse Jobs.net*, *Maryland Diveristy.com*, *Community College Jobs Now*, *Higher Education Recruitment Consortium*, and the *Chronicle Vitae*. Vacancies for certain positions are also posted on specialty niche websites including Dice, the Society for Human Resource Management, Chesapeake Human Resources Association, Idealist Careers, and others for recruiting specialized skill sets such as those in the field of Health Information Technology and Surgical Technology. BCCC utilizes various social media platforms including Twitter, Facebook, and LinkedIn to garner additional applicants. BCCC actively participates in job fairs including the Baltimore 1000 Job Fair, Goodwill Job Fair, the Coppin State University Job Fair, the Morgan State University Job Fair, and others. Additionally, BCCC has partnered with the Maryland Workforce Exchange (MWE) to hold hiring events at local MWE offices to fill select high-need positions. This fall BCCC will be hosting its second annual Career Expo, a massive hiring event open to the community featuring a multitude of local area employers.

State Plan Goal 2. Success: Promote and implement practices and policies that will ensure student success.

BCCC's fall-to-fall retention rate increased to 37.1% for the fall 2016 cohort of developmental students (Indicator 13a). The four-year developmental completer rate leveled off at 26.6% for the fall 2013 cohort after a sharp increase with the fall 2012 cohort to 29.6% (Indicator 15). With most students requiring developmental coursework, 85.7% of all first-time entrants in fall 2017 (Characteristic B), focus must remain on successful developmental completion and the initiatives put in place to increase retention and persistence, particularly in students' first year. As mentioned, course pass rates in PRE 100 have increased over the past five years as have those in CLT 100 and BUAD 112 (Computers for Business Management); these are three of the College's top enrolled first-year courses. The streamlining of developmental reading and English courses into combined RENG courses occurred in spring 2012, and the fall 2012 cohort was the first to have RENG courses as their only option (separate developmental reading and English courses were no longer offered). Students testing into the lowest levels would now have just

three RENG courses to complete rather than six reading and English courses. Beginning this fall, RENG 90 will no longer be offered. Special sections of RENG 91 will be designated for students whose placement test results indicate the need for RENG 90. Pass rates in RENG 91 and RENG 92 have increased from fall 2012 to fall 2017 by 19 percentage points and 23 percentage points, respectively. All RENG courses are accelerated hybrid courses allowing students who test into RENG 92 to take RENG 92 and ENG 101 in accelerated sessions within the same semester. In fall 2017, 98.2% of students who took the placement test were recommended into developmental math. MAT 80 pass rates have increased by 10 percentage points from fall 2012 to fall 2017. The fall 2012 entering cohort was the first to benefit from the streamlined MAT 87M course that combines the upper two developmental math courses for non-STEM majors. In summer 2017, OERs were offered to all face-to-face developmental math sections and MAT 86M was added as a modularized curriculum that allows students to progress at their own pace with online and instructor support in a computer lab. MAT 86M enrollment was fairly low in fall 2017 with 44 in MAT 86 and 22 in MAT 86M, but the course pass rate in 86M was 20 percentage points higher than that of MAT 86 (not modularized). Accelerated and streamlined sessions are offered in MAT 92 and MAT 107 enabling students testing into the highest level of developmental math to complete both courses in the same term. RENG and MAT instructors work with the Promise Academy to provide students in the lowest levels with supplemental support including embedded tutoring.

In addition to the tutoring services provided through the College's Center for Academic Achievement, BCCC began offering free eTutoring in summer 2018. eTutoring is an online platform which allows tutors to answer questions in real time or reply to questions and essay submissions that students have left for review and commentary. Currently, the subject areas offered include writing (all levels including ESL), math, accounting, computer science, biology, and anatomy and physiology. All BCCC students can use eTutoring services via Canvas.

The federally-funded Student Support Services/Students Taking Action in Reaching Success (TRIO/SSS-STAIRS) program is designed to increase retention, graduation, and transfer rates of low-income, first-generation college students and students with disabilities needing academic support. In AY 2017-18, the program served 230 students, many of whom received individualized, intensive support services. Of those students, 52 graduated with degrees, 9 with certificates, and 12 transferred in fall 2018. To address some of the students' non-academic needs and enhance their sense of belonging in college, the program initiated and held three "Meet and Eat" events where participants had the opportunity to connect and share with one another and staff in a relaxed atmosphere. Eighty-two percent (82%) found the event to be relevant in meeting their needs and 18% found it to be somewhat relevant. Other events held during the year include a tour of the National Museum of African American History and Culture, the annual "Clothing Swap and Shop," March of Dimes fundraiser, and workshops in "Understanding Money and Credit," and "Study Skills for Success."

The fall-to-fall retention rate for the 2016 cohort of Pell grant recipients increased to 34.8% (Indicator 14a). As seen with past cohorts, the Pell-recipient and developmental student retention rates are similar (Indicator 13a). The number of Pell grant recipients fell by nearly 400 students from FY 2016 to FY 2017, as reflected in the lower percentage of students receiving Pell grants in FY 2017 of 40.8% (Characteristic E). The Enrollment Management Department and Student

Accounting Office have increased and clarified communications to students regarding FAFSA deadlines and payment arrangement options and deadlines. The Office of Financial Aid continually offers workshops; day, evening, and weekend hours; and free assistance for completing the FAFSA to new and continuing students; and their parents. Financial aid presentations are a component of the PRE 100 course and new student orientations.

The total number of degrees and certificates awarded fell to 488 in FY 2017 (Indicator 20); however, the total number certificates awarded increased from 113 to 201, an increase of 77.9%. FY 2018 saw further increases across all awards: 656 total degrees and certificates were awarded, an increase of 34.4% from FY 2017. Recent increases in certificates were largely in Accounting and Information Technology Basic Skills, which is the focus of the College's partnership with Year Up. The College has placed a greater emphasis on its career pathways, stackable credentials, and targeted academic advising for students with one or two courses left to complete. Through Hobsons communications tools, staff can reach more students in a timely way to encourage degree audits, advising, and remind them of key information related to graduation requirements and dates.

Enrollment in STEM programs decreased in fall 2017 to 2,596 while STEM awards increased slightly to 242 in FY 2017 (Indicator 21). Program Coordinators have worked to establish internship opportunities for STEM students. Lab Animal Science Certificate students have internships while enrolled at the College with the Johns Hopkins Hospital and University, University of Maryland, Baltimore, and private animal care facilities. These students are employed immediately after graduation as Lab Animal Technicians. The Biotechnology Club is actively engaging students through guest speakers, exposure to career opportunities, and interactions with professionals and successful alumni. FY 2018 had the first graduates (9 degrees and certificates awarded) of the Cyber Security & Assurance programs which began in fall 2014 with 44 students and grew to 74 students in fall 2017. BCCC is a participant in the Cyber Warrior Diversity Program (CWDP). BCCC will join Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore in training students in computer networking and cyber security, including training to achieve specified Computing Technology Industry Association (CompTIA) certifications. The CWDP Baltimore-based tech training company Digit All City worked with the colleges and Northrup Grumman to establish the program to provide students with certifications required for clearances for cyber security work by the U.S. Department of Defense and other government agencies. CWDP will launch this semester and include courses leading to A+ certification; the grant funds will cover the exam costs. STEM programs are focusing on more faculty engagement, earlier interventions, monthly updates, more field trips, and networking opportunities for students with professionals to encourage and facilitate interest in the fields, internships, and employment opportunities.

BCCC's graduate satisfaction with educational goal achievement maintained a high rating of 92.1% for the 2016 graduates (Indicator 22). Through the promotion of Educational Plans, the College has seen increased access and use by faculty, advisors, and students. Surveys of non-returning students show that 56.7% of respondents completely or partly achieved their educational goal (Indicator 23). While reasons for leaving vary, 62.5% of those who did not meet their goal said they plan to return to BCCC. The most common reason provided for those who did not meet their goals was "financial reasons."

BCCC graduates' licensing examination pass rates remained very high with Dental Hygiene achieving a pass rate of 100% in FY 2017 for the fourth consecutive year (Indicator 25). Respiratory Care achieved a 93.3% pass rate, Licensed Practical Nursing achieved a pass rate of 85.7%, and Physical Therapy Assistant achieved 78.6%. The pass rate for Registered Nursing (RN) graduates increased to 84.1% through strategies implemented over the past year including additional retention and transition support via the RISE initiative (Retention, Integration, Success, Employment) which includes a Retention Specialist, a Health Careers Transitions Coach, more interactive learning techniques, simulation, and a required preparatory course for the licensing exam. Additionally, BCCC received a 2018 Maryland Clinical Simulation Resource Consortium Equipment & Materials Award for the Nursing program. The grant allows BCCC to purchase essential technologies to update its simulation labs that prepare students for work in the nursing field after graduation. The contractual Retention Specialist for the Nursing program has been transitioned to a full-time permanent position to support all the Health Professions programs. The Dental Hygiene program added a skills lab to its practical lessons. The Physical Therapy Assistant and Respiratory Care programs are adding the Test of Essential Skills this fall.

The performance of BCCC transfer students at senior institutions increased in AY 2016-17. The percentage of students with a cumulative GPA of 2.0 or above after the first year increased to 88.3% and the mean GPA after the first year increased to 2.76 (Indicator 26). Graduates' satisfaction with transfer preparation remained high at 84.6% (Indicator 24). BCCC has implemented new articulation agreements including an opportunity for Nursing students to be dual-enrolled at BCCC and the University of Maryland. Information regarding transfer and articulation agreements are more accessible to students through the Transfer Center, the enhanced BCCC website, and more communications from the Registrar's Office and Advisors about graduation requirements and opportunities. BCCC hosts semesterly transfer events on campus and participates in those hosted by senior institutions. Coppin State University (CSU) recently announced the implementation of a partnership with BCCC to offer two-years of tuition-free enrollment at CSU to eligible graduates of BCCC beginning with 2018 graduates. To be eligible for the CSU Finish4Free program, applicants must be a graduate of a BCPSS high school, have received an Associate degree from BCCC, and completed a FAFSA.

BCCC is committed to student success by allocating as much of its resources as possible to instruction, academic support, and student services (Indicator 27). The percent of expenditures spent on instruction remained stable at 43.2%; the percent on academic support increased to 9.5%. The percent of expenditures spent on student services increased slightly to 11.2% and "other" declined slightly to 36.2%.

State Plan Goal 3. Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.

Responses to the 2016 Graduate Follow-Up Survey show that 75.0% were employed in a field related to their BCCC program and 85.7% were satisfied with the job preparation they received at BCCC (Indicators 28 and 29). The most recent data from the Jacob France Institute show that the FY 2014 graduates' median income more than doubled from one year prior to three years after graduation (Characteristic I). The Panther Workforce Center was created in response to the

College's realignment tasks under House Bill 1595. A new Director and three staff members were hired to operate sites at the main campus and Harbor site. The Center's priorities are to increase visibility through hiring events for students, integrate job-readiness courses throughout credit and continuing education courses and programs, update career service tools and support structures for all students, and partner with industry sector areas for internships and job placements in those industries. Workshops are being held in resume preparation and interviewing; "College Central" links staff and students to labor market trends and occupational information (via O*Net). Staff are exploring new funding and grant opportunities to support paid internships and expanded work-study options. The Center provides up to two years of follow-up support services for completers/graduates. The TRIO/SSS-STAIRS program provides career counseling and referrals to the Panther Workforce Center. Year Up and P-TECH students have access to industry mentors who are brought to the campus to explain job opportunities. The first group of graduates, anticipated for 2020, will have 100 students going right into employment in their industry sectors. Results from the 2016 and 2018 administrations of the CCSSE show an increase in the percentage of students who report that their experience at BCCC contributed to their developing clearer career goals (86.6% in 2016 and 89.5% in 2018) and getting information about career goals (81.9% in 2016 and 84.9% in 2018).

All enrollments and registrations related to workforce development increased in FY 2017. BCCC formed the Workforce Development Task Force in response to the realignment tasks of House Bill 1595. The Task Force is comprised of external representatives from key industry sectors and representatives from each BCCC division. Task Force recommendations included expansion into such industry sectors as transportation. The annual unduplicated headcount and registrations in continuing education workforce development courses increased substantially in FY 2017 to 2,628 and 3,495, respectively (Indicator 30). These increases reflect the full implementation of the Cyber Pathways Across Maryland (CPAM) grant. CPAM funded courses for 300 students in cyber security, Network+ certification, and A+ certification. Under the new VP for WDCE, the Director of Workforce Development position was updated to reflect an industry sector-based approach. Searches are underway for Associate Directors who will be subject matter experts in their respective industry sector focus. The unduplicated headcount and course enrollments in Continuing Professional Education leading to government or industry-required certification or licensure had notable increases in FY 2017 to 1,219 and 1,695, respectively (Indicator 31) largely due to CPAM enrollment. The unduplicated headcount in contract training increased by over 600 students to 2,958 and course enrollments increased to 4,385 (Indicator 33). BCCC provided contract training and services to the Maryland State Highway and the Department of Corrections (DOC). The DOC training increased from FY 2016 related to professional development for incumbent correctional officers; 1,000 officers were served over the course of the year. The number of business organizations continued to increase in FY 2017 to 75 and employer satisfaction with the contract training remained at 100% (Indicators 32 and 34). The College has been expanding its partnerships with City and State agencies including the Department of Social Services and the Mayor's Office of Economic Development to increase job training programs. In FY 2017 and 2018, new training was initiated for Service Employees International Union #1199 for Johns Hopkins Hospital (Certified Nursing Assistant) and Goodwill Industries (Pharmacy Technician). WDCE staff are working with the Maryland Apprenticeship and Training Council to develop BCCC's first registered apprenticeship program in Industrial Maintenance Mechanic. The College's commitment to strong customer service

through being as flexible and responsive as possible in developing, packaging, and delivering the training needed by area employers drives the employers' high satisfaction rate. BCCC's Budget, Contracts, and Operational Services Department works to have effective, efficient, and customer-driven contract management. Additionally, a search is underway for a new Director of Business Services to ensure effective engagement of programs aligned to workforce development needs.

Response to Commission Questions

***Commission Assessment:** Successful-persister rate after four years all students in cohort (Indicator 16d); Successful-persister rate after four years of African American/Black students (Indicator 17a); Graduation-transfer rates after four years all students in cohort (Indicator 18d); Graduation-transfer rates after four years of African-American/Black students (Indicator 19a).* In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the College reported that its successful-persister rates and graduation-transfer rates for all students and African American students are almost identical because African American students comprise the majority of the College's credit students; therefore, the College does not report any achievement gaps between these populations.

That said, the College has surpassed the benchmarks for all four indicators. To what does the College credit these outcomes and how will this affect future benchmarking on these indicators?

BCCC's overall successful-persister rate for all students in the fall 2013 cohort fell to 52.2% after a sharp increase with the fall 2012 cohort. The developmental completers' rate fell slightly to 77.2% but remained more than double that of the developmental non-completers (Indicator 16). The successful-persister rate for African-American students mirrored the decline of the overall cohort, 51.0% for the fall 2013 cohort (Indicator 17a). The overall four-year graduation-transfer rate decreased for the fall 2013 to 33.0% and to 42.6% for the developmental completers (Indicator 18). The decline in the graduation-transfer rate for African-American students was nearly the same as that for the total cohort at 32.9% for the fall 2012 cohort (Indicator 19a). The primary focus for BCCC remains improving the developmental completion rate which drives nearly all other outcome measures. As discussed, the need for remediation remains high for BCCC students; the College is committed to reducing as many barriers as possible to completing the recommended developmental coursework and all program requirements. Our benchmarking and initiatives will be informed by that focus. The streamlined levels of developmental education in math and reading/English are making a positive impact, as discussed above. The College continues its work to decrease its advisor-to-student ratio, expand its support services to all students, expand course modalities, offer creative scheduling options, increase financial aid literacy, increase students' access to information, increase staff training on transcript evaluation, and implement a reverse transfer application process in AY 2018-19. Student success remains BCCC's number one strategic priority and the College's initiatives will all be planned and implemented with that in mind.

COMMUNITY OUTREACH AND IMPACT

BCCC's new Strategic Plan calls for growing and strengthening partnerships and community engagement. The College is committed to engaging and improving communities in the greater Baltimore area. Dedicated faculty, staff, and students provide their time and expertise to serve the City's citizens, neighborhood and community organizations, public schools, and employers.

Student Involvement

Involvement in community service helps to create and increase students' sense of belonging. In AY 2017 -18, TRIO/SSS-STAIRS students and staff and members of the College's Ascenders Club donated blankets and served food to the homeless at the Franciscan Center in the City. In addition, the Ascenders Club raised \$315.00 for the March of Dimes and participated in the March for Babies at the Canton Waterfront Park. BCCC STEM scholars represented BCCC at the College App Hackathon and College Fair hosted at the Startup Nest, a Baltimore business incubator and co-working space. The Scholars were invited to join the event to help Maryland youth become more competitive for college and maximize certain financial aid resources BCCC can make available. The Scholars shared their experiences and information about BCCC's fifth annual STEM Community Day. BCCC's new LatinXUNI2 Student Club officers and community leaders participated in a roundtable discussion with U.S. Senator Ben Cardin in November 2017 where students shared how decisions related to the Deferred Action for Childhood Arrivals would impact BCCC students and their dreams to continue their education.

BCCC's annual Spring Fashion Show featured designers from Baltimore City Design School and Stevenson University along with BCCC fashion design and merchandising students and BCCC faculty and staff. This year's show, "Fashion Zone 2018," had 150 guests from the community and local design and art schools. The Physical Therapy Assistant program hosted its fifth annual "Fitness Can Be Fun Games," a free, public event to benefit Mount Washington Pediatric Hospital. The games, hosted by the Physical Therapy Assistant program's students, included family-friendly activities such as hopscotch, relay and scooter board races, a football toss, and other activities to promote health and wellness. Participants enjoyed yoga, Zumba, music, a silent auction, and local vendors and food trucks. Staff from Mount Washington Pediatric Hospital spoke about the Weight Smart® program to educate children, parents, caregivers, and the community about healthy living to reduce and prevent obesity.

BCCC's Dental Hygiene and Nursing Programs, in collaboration with the Oral Cancer Foundation, hosted a public free oral cancer screening and awareness event in April 2018. BCCC Dental Hygiene and Nursing students provided information on oral cancer risk factors, early detection, and avoidance. The Dental Hygiene department held its annual "Senior Week" community service project and "Sealant Saturday." Senior Week is held for adults 62 and over from greater Baltimore who receive free dental cleanings, fluoride treatments, blood pressure screenings, full dental x-rays, oral cancer screenings, dental and periodontal exams, brushing and flossing instructions, and tobacco cessation and nutrition counseling. "Sealant Saturday" brings children from the community ages 5-18 to the Dental Hygiene Clinic at the Liberty campus for free dental sealants

Partnerships and Outreach: Baltimore City Public School System (BCPSS) and Community Sites

BCCC's Upward Bound Math and Science Program has continued its five-decades-long partnership with BCPSS. In fall 2017, BCCC was again awarded a five-year grant from the United States Department of Education. The program has attracted over 70 students from eleven high schools to its Saturday instructional sessions and intensive six-week summer academic and residential program. One-third of the students live on the Towson University campus for five weeks during the summer months prior to commuting to the BCCC's Liberty Campus for the sixth week. At the heart of the program is academic study in science, math, engineering, and biotechnology. Additional coursework in English composition along with computer literacy, study skills, and leadership training supplement the academic services. Individual and group counseling regarding academic matters and financial aid information is readily available.

BCCC hosted the Youth Entrepreneurship Startup (YES) program, a five-work summer work program operated through Youthworks, the City's youth summer program. Participants, age 14 to 18, developed a startup business which included learning to create a business plan, effectively market their products and services, and develop a business pitch. The program culminated with a "Shark Tank" type event where the 20 students vied for \$5,000 to develop their businesses. Mayor Catherine Pugh met and addressed the students encouraging them to learn from everything they do. The College held a step show on campus, "The Panther Revolution: Step Up or Step Aside," which featured BCCC's Prancing Paws step team along with teams from six BCPSS high schools. The show was featured on the WBAL news.

BCCC partnered with BCPSS for the Courting Art program which promotes youth artwork and connects the legal communities with local Baltimore City communities. Led by the Bar Association of Baltimore City, the contest is open to all BCPSS high school students. BCCC's Associate Dean of English, Humanities, and Visual & Performing Arts coordinated the submissions. The theme of the spring 2018 contest was "We Are Baltimore." Prizes included scholarships for art programs or post-high school degrees, and gift certificates for art supplies. The top works were professionally reproduced for long-term display at the Baltimore City Eastside District Courthouse. BCCC hosted a reception for the winners with their works on display at the College's main campus

Business, Organizations, and Agencies

Staff from BCCC's English Language Services area conduct Citizenship Preparation Workshops at agencies throughout the City and State to provide assistance with the application process. WDCE has collaborated with Amazon and Southwest Airlines to host job fairs for the community. The T. Rowe Price Foundation has provided a grant for \$15,000 to BCCC to connect students in West Baltimore to workforce skills development, job attainment, community resources, and success in higher education. The T. Rowe Price Foundation will help BCCC assess and leverage the power of its existing partnerships to better understand student and community needs.

Community Programs and Events on Campus

Over the summer, more than 65 area youth took part in the free BallStars Basketball Camp held at BCCC's Physical Education Center. The weeklong camp included basketball instruction, talks by community leaders, haircuts, and free breakfasts and lunches. The Camp was conducted by former NBA All-Stars Otis Birdson and Michal Ray Richardson. BCCC also hosted 240 of the City's top athletes for the fifth annual Brunson League summer basketball league whose games are popular community events. The league helps to fill the void of professional basketball in Baltimore and uses the power of sports to unite the community.

More than 60 local youth, age 14 – 17, were on campus for two weeks this summer for an Entrepreneur Workshop held by Heart Smiles, a local non-profit organization whose purpose is to support Baltimore's youth by providing resources and services that "Motivate, Inspire and Empower them to BMORE." The program was part of the Department of Recreation and Parks' Keys 2 Success program. Workshops included leadership skills, money management, health and wellness, and healthy relationships. Participants engaged in a community service activity by preparing and delivering bag lunches to local homeless people. Nearly 60 community and non-profit leaders attended the Baltimore Children & Youth Fund's (BCYF) Community Capacity Building session held at the main campus over the summer. BCCC hosted the "Investing in Parents" Town Hall in February 2018. Mayor Catherine Pugh and Dr. Sonja Santelises, CEO of BCPSS, spoke, and a panel discussion was conducted by local, State, and federal officials on how parents can be engaged with schools and their children's education.

BCCC's free Citizenship Preparation program is the largest such program in Maryland. Multi-level citizenship classes prepare students with the English-language skills and knowledge in U.S. civics, history, and government needed to pass the federal naturalization exam. Amazon held an on-site hiring event for warehouse positions in July 2018 at BCCC's Harbor site. Councilman Leon F. Pinkett, III held a town hall meeting at the main campus to educate citizens on how to navigate the City's 311 and 911 systems.

BCCC hosted the free Community Resource Fair at the main campus in November 2017. Free services included HIV testing, dental hygiene table clinics, opioid overdose prevention training, Zumba classes, yoga sessions, and blood pressure screenings. Other participating organizations included the Center for Urban Families, MD Legal Aid, Penn North Recover Center, and the Baltimore City Health Department.

Community Forums, Fairs, and Festivals

BCCC participated in the free FAFSA Forward Workshops sponsored by the Office of the Mayor of Baltimore, BCPSS, the Fund for Educational Excellence and Baltimore's Promise. BCCC had representatives on site along with representatives from Coppin State University, Johns Hopkins University, Loyola University, Maryland Institute College of Art, Morgan State University, the University of Baltimore and the University of Maryland, Baltimore. The first workshop was held at the War Memorial Building and several others were hosted at various BCPSS schools throughout the City. The events focused on educating and assisting parents with the FAFSA form, which colleges and universities use to determine how much financial aid applicants qualify to receive. Students and families met with financial aid officers and volunteers to get answers to questions and help with completing FAFSA forms.

BALTIMORE CITY COMMUNITY COLLEGE 2018 ACCOUNTABILITY REPORT

Student Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017
A. Credit students enrolled part time	68.6%	68.4%	69.9%	68.2%
B. Credit students with developmental education needs	86.2%	87.0%	59.8%	85.7%
	Spring 2012	Spring 2014	Spring 2016	Spring 2018
C. Credit students who are first-generation college students (neither parent attended college)	45.0%	43.7%	38.0%	48.4%
	FY 2014	FY 2015	FY 2016	FY 2017
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,950	3,939	3,537	3,765
E. Financial aid recipients	FY 2014	FY 2015	FY 2016	FY 2017
a. Credit students receiving Pell grants	51.7%	53.6%	44.2%	40.8%
b. Credit students receiving loans, scholarships and/or need-based financial aid	60.5%	62.1%	52.9%	50.8%
F. Students 25 years old or older	Fall 2014	Fall 2015	Fall 2016	Fall 2017
a. Credit students	59.6%	59.0%	57.3%	55.3%
	FY 2014	FY 2015	FY 2016	FY 2017
b. Continuing education students	72.4%	78.4%	79.3%	78.9%
	Spring 2012	Spring 2014	Spring 2016	Spring 2018
G. Credit students employed more than 20 hours per week	53.8%	50.4%	45.4%	44.1%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.8%	2.8%	2.0%	2.3%
b. Black/African-American only	79.1%	77.0%	74.3%	73.4%
c. American Indian or Alaskan native only	0.2%	0.1%	0.1%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.1%
e. Asian only	2.4%	2.6%	2.4%	2.0%
f. White only	7.7%	7.5%	8.2%	6.9%
g. Multiple races	2.0%	1.8%	1.9%	1.8%
h. Foreign/Non-resident alien	3.7%	6.2%	8.3%	11.2%
i. Unknown/Unreported	1.9%	1.9%	2.0%	2.1%
	FY 2015	FY 2016	FY 2017	FY 2018
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$18,737	\$20,964	\$18,525	\$16,882
b. Median income three years after graduation	\$38,242	\$42,446	\$39,219	\$34,377

Goal 1: Access

1	Annual unduplicated headcount	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Total	17,890	16,583	15,443	16,049	16,265
	b. Credit students	7,995	7,407	6,679	6,346	6,880
	c. Continuing education students	10,023	9,278	8,874	9,798	9,850
2	Market share of first-time, full-time freshmen	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
		18.0%	15.0%	13.5%	12.9%	20.0%
3	Market share of part-time undergraduates	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
		29.4%	22.2%	25.5%	36.7%	27.2%
4	Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
		24.0%	25.4%	19.8%	19.2%	28.0%
5	High school student enrollment	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
		53	117	102	139	255
6	Enrollments in online courses	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Credit	6,903	7,593	7,489	6,721	8,491
	b. Continuing education	306	181	374	879	186
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2021
		35.6%	33.7%	32.9%	34.5%	37.4%
8	Enrollment in continuing education community service and lifelong learning courses	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Unduplicated annual headcount	1,232	932	634	784	790
	b. Annual course enrollments	1,721	1,265	943	1,109	1,150
9	Enrollment in continuing education basic skills and literacy courses	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Unduplicated annual headcount	7,736	6,905	6,182	5,895	6,100
	b. Annual course enrollments	16,644	15,525	14,824	13,287	13,500

10	Minority student enrollment compared to service area population	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	91.8%	93.8%	90.9%	92.1%	BCCC Does Not Benchmark
		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	90.7%	87.7%	90.3%	87.7%	BCCC Does Not Benchmark
		July 2014	July 2015	July 2016	July 2017	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	69.3%	69.4%	69.6%	69.8%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
		68.3%	72.0%	75.7%	76.7%	BCCC Does Not Benchmark
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
		73.2%	70.6%	74.6%	74.6%	BCCC Does Not Benchmark

Goal 2: Success

13	Fall-to-fall retention	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2019 Cohort
	a. Developmental students	31.9%	33.0%	34.3%	37.1%	38.0%
	b. College-ready students	38.8%	39.7%	na (n=29)	53.2%	44.7%
14	Fall-to-fall retention	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2019 Cohort
	a. Pell grant recipients	31.9%	31.6%	34.6%	34.8%	36.6%
	b. Non-recipients	34.7%	40.5%	32.5%	37.3%	Not Applicable
15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		24.7%	18.4%	29.6%	26.6%	24.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	75.0%	57.8%	na (n=48)	56.0%	62.8%
	b. Developmental completers	75.5%	81.3%	80.1%	77.2%	86.3%
	c. Developmental non-completers	35.2%	31.5%	35.8%	31.9%	Not Applicable
	d. All students in cohort	50.8%	45.9%	57.9%	52.2%	50.9%

17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	47.9%	45.0%	55.0%	51.0%	50.0%
	b. Asian only	na (n=20)	na (n=11)	na (n=14)	na (n=23)	Not Applicable
	c. Hispanic/Latino	na (n=10)	na (n=0)	na (n=11)	na (n=13)	Not Applicable
Note: Not reported for groups with < 50 students in the cohort for analysis.						
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	60.0%	39.1%	na (n=48)	46.0%	44.1%
	b. Developmental completers	40.1%	36.9%	47.7%	42.6%	41.9%
	c. Developmental non-completers	27.8%	24.5%	31.3%	23.3%	Not Applicable
	d. All students in cohort	34.0%	28.7%	40.8%	33.0%	33.7%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	31.4%	28.0%	38.1%	32.9%	33.0%
	b. Asian only	na (n=20)	na (n=11)	na (n=14)	na (n=23)	Not Applicable
	c. Hispanic/Latino	na (n=10)	na (n=0)	na (n=11)	na (n=13)	Not Applicable
Note: Not reported for groups with < 50 students in the cohort for analysis.						
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	301	237	193	108	287
	b. Transfer degrees	141	168	232	179	206
	c. Certificates	150	104	113	201	154
	d. Total awards	592	509	538	488	647
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	2,519	2,236	2,695	2,576	2,600
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	317	315	237	242	390	
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		92.0%	98.7%	94.4%	92.1%	95.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		89.0%	77.1%	54.4%	56.7%	65.0%

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	80.0%	83.3%	100.0%	84.6%	100.0%

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Nursing - National Council	70.5%	56.9%	78.8%	84.1%	
Number of Candidates	61	72	52	44	85.0%
b. Licensed Practical Nurse - National Council	na	na	100.0%	85.7%	
Number of Candidates	na	na	6	7	90.0%
c. Physical Therapy - Assessment Systems	90.0%	100.0%	100.0%	78.6%	
Number of Candidates	19	12	14	14	97.5%
d. Dental Hygiene - National (Written) Board	100.0%	100.0%	100.0%	100.0%	
Number of Candidates	23	18	14	14	97.5%
e. Respiratory Care - MD Entry Level Exam	90.0%	83.3%	100.0%	93.3%	
Number of Candidates	10	12	7	15	86.7%

	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	Not Available	Not Available	83.4%	88.3%	Not Applicable
b. Mean GPA after first year	Not Available	Not Available	2.75	2.76	Not Applicable
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	42.0%	42.5%	43.8%	43.2%	35.5%
b. Academic support	8.2%	8.4%	8.7%	9.5%	8.8%
c. Student services	10.8%	11.5%	10.7%	11.2%	12.3%
d. Other	39.0%	37.6%	36.8%	36.2%	43.4%

Goal 3: Innovation

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	50.0%	80.0%	na (n=3)	75.0%	80.0%

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	84%	86.7%	na (n=3)	85.7%	85.0%

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	1,061	1,421	1,892	2,628	2,800
b. Annual course enrollments	1,758	2,302	2,257	3,495	3,600

Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31	a. Unduplicated annual headcount	1,031	723	730	1,219	1,250
	b. Annual course enrollments	1,683	1,113	1,041	1,695	1,750
Number of business organizations provided training and services under contract		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
32		61	66	73	75	91
Enrollment in contract training courses		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
33	a. Unduplicated annual headcount	797	1,137	2,261	2,958	2,300
	b. Annual course enrollments	1,522	2,460	2,863	4,385	2,900
Employer satisfaction with contract training		FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
34		100%	100.0%	100.0%	100.0%	100.0%